

Fall 2014: RDG 457

Literacy Support for Learners with Special Needs Using Technology

4 Graduate Credits – Simmons College Language and Literacy Graduate Program

Instructor	Jennifer Edge-Savage, Assistive Technology Graduate Program Director, Simmons College
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Office hours	1 hour before and after class and/or by appointment
Class Wiki	http://rdg457fall2014.wikispaces.com/
Class Edmodo Group	xpizzd
Class place & time	<u>Blended Learning Format</u> Face to Face Weekend Meetings: September 19 & 20 and December 5 & 6 Fridays 5:00-8:30 PM & Saturdays 8:30-2:30 PM Faculty supported online activity in between face-to-face class meetings is expected in lieu of some contact hours Final Due December 16 th

All course materials will be made available online.

Plan to visit your course sites regularly for updates and due dates.



<http://rdg457fall2014.wikispaces.com/>



www.edmodo.com

**(Need a QR code scanner for your device? Try Qrafter or Inigma. Try www.qrstuff.com to create one yourself!)*

Course description:

As classrooms increasingly have access to new learning technologies, it is important to support professionals in trying to meet the literacy, learning and assistive technology needs of students who struggle with reading and writing. Primary focus is on technology-based instructional strategies that help to differentiate learning.

Topics include:

- Making adjustments to the computer for learner success
- Light to High tech tools for access to English Language Arts curriculum
- Software to support basic skills acquisition
- Differentiated Instruction using the Read/Write Web and Universal Design for Learning
- Multimedia project-based learning

The content for this course is based on the research of the National Reading Panel Report. General principles of Universal Design are a common theme. Designing multiple ways of receiving information is balanced by considerations for multiple means of expression.

Course Objectives:

Upon completion of the course, each student will be able to:

- Select appropriate technologies to ensure access to reading and writing;
- Select appropriate software or Internet based activity to ensure access to English Language Arts curriculum;
- Design or modify literacy curriculum, instructional materials, and classroom environments for students with a range of learning differences

Course Meeting Dates:

- **Friday September 19th**
 - Managing the Learning Environment
 - History/Future of Technology in Education
 - Introduction to Universal Design for Learning, Assistive Technology and Curriculum Integration
- **Saturday September 20th**
 - File Management, Cloud Storage, Digital Collaboration
 - Making the Curriculum Connection Using Technology
 - Software for Literacy that Reflects NRP findings
 - Using Online Course Tools
- **Online investigations, activities and Discussions between class meetings (Sep 21-Dec 4)**
 - Curriculum Integration Discussions (Sep 23 and Sep 30) and CI Project (Oct 7)
 - Universal Design For Learning Investigations and Discussion (Oct 21)
 - Mobile Devices in the Literacy Curriculum Investigation and Discussion (Nov 4)
 - PAR (Protocol for Accommodations in Reading) (Nov 18)
 - Independent Literacy Tool Exploration (Identification: Nov 4 Report: Dec 2)
- **Friday December 5th**
 - Literacy Tool Hands-on Lab
 - Sharing of Independent Literacy Tool Explorations
- **Saturday December 6th**
 - Teaching and Learning Strategy: Project Based Learning Using Multimedia to Support Literacy
 - In Class Mock Project – Create a multimedia project
 - Authentic Assessment for Project-based Learning
- **Multimedia Project Reflection DUE December 9th**
- **Final Project DUE December 16th**

Required Readings to inform projects and discussions: (Posted to wikispace)

- Hitchcock, Meyer, Rose, Jackson (2002) *Providing New Access to the General Curriculum*. CEC.
- Hitchcock, et all (2002) *Access, Participation and Progress in the General Curriculum*. US DOE, OSEP.
- Rose, D (2014) *The Future is in the Margins – 2* – to be published.
- Meo, G. (2008) *Curriculum Planning for All Learners*. CAST
- Edyburn, D (2007) *Technology Enhanced Reading Performance*. Reading Research Quarterly.
- AT Solutions Guide - Family Center for Technology and Disabilities
- Pisano, L. (2002) *How To Support Students With Learning Differences - The Assistive Technology and Education Connection* LD Resources Online.
- Bill Henderson (2004) *Struggling Decoders: Reading Fluently and Making Meaning of Text*. O'Hearn Elementary School. Boston.
- Rose, D, Meyer, A. (1996) *Expanding the Literacy Toolbox*. Scholastic Library Research Paper. Scholastic, Inc.
- Hecker, L. Urguhart-Engstrom, E. *Chapter 21: Assistive Technology and Individuals with Dyslexia* Course Companion Web Site for Multisensory Teaching of Basic Language Skills, Second Edition
- Wissick, C. (2005) *Written Language: When to Consider Technology*. *Technology in Action*. Vol 1 Issue 6 May 2005. TAM
- PAR -Protocol for Accommodations in Reading. Download here:
<http://donjohnston.com/par/#.VBobemRdUQ8>
- **Blog Posts:**
How Does Electronic Reading Affect Comprehension? By John Jones
<http://dmlcentral.net/blog/john-jones/how-does-electronic-reading-affect-comprehension>
Reading Comprehension: Paper or Screen? By John Jones
<http://dmlcentral.net/blog/john-jones/reading-comprehension-paper-or-screen>

Recommended Readings and Resources:

- M. Pugliese, B. Heiman, J. Castellani, M. Ault, M. Bausch, M., & C. Warger (Eds.), Integrating Technology Into Instruction: What's Working in Inclusive Classrooms. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.
- Birsh, Judith R. Multisensory Teaching of Basic Language Skills. (2011) Third edition. Paul H. Brookes Publishing Co.
- Rose, D. & Dalton, B. (2002). Using Technology to Individualize Reading Instruction. In C.C. Block, L. B. Gambrell & M. Pressley (Eds.). San Francisco: Jossey Bass Publishers.
- Warger, C. (editor). (2006) Technology and Media for Accessing the Curriculum - Instructional Supports for Students with Disabilities. TAM Division of the Council for Exceptional Children. Reston, VA.
- Myer, A, Rose D., Gordon D. (2014) Universal Design for Learning: Theory and Practice CAST, Wakefield, MA

Vendor Resources:

- Don Johnston <https://www.donjohnston.com> (Solo, CoWriter, Start-to-Finish Books, First Author, Readoutloud Bookshare reader)
- Kurzweil <https://www.kurzweilededu.com> (Kurzweil 3000)
- IntelliTools <https://www.intellitools.com> now www.ablenetinc.com (Classroom Suite and IntelliKeys)
- Ablenet <https://www.ablenetinc.com> (Switches, Soundingboard AAC App, etc.)
- Bookshare <https://www.bookshare.org> (FREE Digital Text Repository)
- Assistiveware <https://www.assistiveware.com> (SwitchXS, Keystrokes, Proloquo2go, Pictello)
- Inspiration Software <https://www.inspiration.com> (Inspiration, Kidspiration, Webspiration, Apps)
- Mayer-Johnson <https://www.mayer-johnson.com> (Boardmaker, Speaking Dynamically Pro)
- Texthelp <https://www.texthelp.com> (Read Write Gold and Read Write for Google)
- Inclusive TLC <https://www.inclusivetlc.com> (Chooselt maker, Apps, iPad Peripherals, devices for Low incidence) <http://www.helpkidzlearn.com/shop/online-software/games-and-activities>
- <http://www.raz-kids.com/>
- Crick <https://www.cricksoft.com> (Clicker 6, WriteOnline, Clicker Apps)
- Sonocent Audio Notetaker <http://www.sonocent.com/en/>
- Evernote app and desktop www.evernote.com
- Notability App <http://www.gingerlabs.com/>

Web 2.0 Tools:

- Edmodo <https://www.edmodo.com>
- Wikispaces <https://www.wikispaces.com>
- Google <https://www.google.com>
- Prezi www.prezi.com
- Padlet
- Powtoon
- Brainshark
- ...and others

Apps:

- Evernote
- Notability
- Explain Everything
- CoWriter
- Voicedream
- Inspiration Maps
- Taptotalk
- Touchcast
- Keynote
- Telagami
- Proloquo2go
- ...and many more to explore

Other Resources:

- <https://www.cast.org>
- <https://www.udlcenter.org>
- <https://www.closingthegap.com>
- <https://www.qiat.org>
- <https://www.fctd.info>
- <https://www.cec.sped.org/>
- <https://www.atia.org>
- <https://www.iste.org>
- <https://www.setsig.iste.wikispaces.net>
- <https://www.joyzabala.com> (SETT Framework for AT)

Interactive Whiteboards:

- <https://www.smarttech.com>
- <https://martinclusion.wikispaces.com/Smart+Inclusion+Home>
- <https://www.promethean.com>

Online Course Management tools: Wiki, Edmodo, Google Drive, etc.

Most of your course tools are located on the **class wiki (read) and edmodo (write)**.

We will also be sharing files via Google Drive:

<https://drive.google.com/a/simmons.edu/folderview?id=0Bw8OzNyBC6opUnl2dVJjMHhGRms&usp=sharing>

You will be posting assignments and discussions regularly throughout the course. In class there will be a demonstration and orientation session for the course wiki site and edmodo and using google docs and google drive so that everyone will become comfortable using these tools.

There is frequent communication with the class through email, so you will need to ensure that your current email address is available to use. If you use a private email provider such as Hotmail or Gmail, you will need to forward your Simmons email to that private address so that you will be sure to receive all email related to this class. If you don't know how to forward your email, the Help Desk will be glad to show you how to do this.

Getting access to wiki and other resources developed to support this course

WIKI: Assignments, description of course modules, required readings and other resources are available on our class wiki. To use the course wiki, go to <http://rdg457fall2014.wikispaces.com/>

Go to the website above which is the class wiki. In the upper left you will see a button labeled "JOIN". Please go through the steps of joining wikispaces.

- 1) Go to <http://www.wikispaces.com/>
- 2) Look on the upper right corner of the page and find the "sign in" button.
- 3) When prompted to create a user name and password, please remember to use your name in some recognizable fashion.
- 4) **You do not need to make a new wiki - you are just joining wikispaces.**
- 5) Check your email used for joining and confirm that you joined.
- 6) Be sure to write down the user name and password and bring this information with you to the course. This is important because I am unable to recover this information for you so be sure you know this when you come to class.

This process makes you a member of wikispaces. **If you are already a member of wikispaces, you can skip this step.** You will take the next step to become a member of our class wiki when we are together on the first day of class.

Edmodo: Edmodo online course management tool is used for Discussions, Turning in Assignments and ongoing class communication and sharing of resources:

- 1) Go to <http://www.edmodo.com>
- 2) Select “Sign up now” and “I’m a student” (For purposes of this class, I recommend you use your Simmons email and sign up as a student. In the future, you might want to use your personal email or work email to sign up as a teacher.)
- 3) Click on “Groups” and select “Join” – type in the course group code: **xpizzd**
- 4) Follow the prompts
- 5) Be sure to write down your username and password.

For support of any kind with the wiki or Edmodo, please feel free to email your professor.

Academic Requirements

1. Managing the Learning Environment	10 points
2. Curriculum Integration	25 Points
3. Universal Design for Learning	5 Points
4. iPads and Literacy	5 Points
5. Evaluating the Need for Technology	10 Points
6. Technology Tools to Support Literacy	15 Points
7. PBL and Multimedia	10 Points
8. Final Project	20 Points

1. Using technology to Accommodate Learning Differences in 21st Century Classrooms: DUE 9-19 (10 Points)

Learn the terminology and comfortable operation of personal computers. Topics are selected to develop a foundation for success in classrooms and include setup and assembling components; user safety; adjustment of controls; operating systems and user interfaces; strategies for saving and retrieving data; storage devices; managing memory and types of peripherals such as monitors, printers and network connectivity options.

Students will be checked off for the Scavenger Hunt activity addressing the built-in accommodations available in computer operating systems (Mac, Windows and iOS). Student hands-on exploration, Direct instruction, hands-on guidance in class directly relates to the questions found on the Scavenger Hunt.

2. Curriculum Integration: multiple due dates (25 Points)

The key to computer integration in education is selecting software or online activities that meets varying needs. "Does the activity...

- Facilitate both teacher and learner control?
- Encourage flexible and risk-free learning?
- Allow for multi-sensory learning?

Examine activity characteristics that match learning styles. Accommodate student diversity and satisfy curriculum demands.

Discussions: 10 Points

Each student will participate in the online discussions regarding classroom implementation strategies. Posts will be graded for criteria for good discussions online **[10 points]**. (See Rubric).

Discussion Topic #1 Magic Wand

Post **[3 points]** and at least one response to someone else **[2 points]** is **DUE on Sept 23rd**

Discussion Topic #2 in Consideration of Barriers

Post **[3 points]** and at least one response to someone else **[2 points]** is **DUE on Sept 30th**

Curriculum Integration Written Project: 15 Points

Students will profile a learner; they select a *web based curriculum activity* for use with the learner and create a lesson plan using the UDL Lesson Builder Template. Include the following details:

- Learner Profile: **[2 points]**
- Lesson Overview **[2 points]**;
- Goals **[2 points]**;
- Methods **[2 points]**;
- Assessment **[2 points]**;
- Materials **[2 points]**; and
- Consideration for Differentiated Instruction and UDL **[2 points]**.
- **Reflection Discussion Post [1Point]**

Turn in your report to Edmodo in *LastnameCI.doc* format. **DUE on Tuesday October 7th**
(See Rubric on class wiki, edmodo or in paper handed out in first class.)

If you do not have a FREE tool you know you would like to explore, please select among the websites posted for you in the Curriculum Integration section of the wiki for designing your plan:



<http://www.pinterest.com/madspugliese/>

3. UDL in the Classroom Discussion: DUE Tuesday, October 21st (5 Points)

Students will work in the online **Class Wiki** <http://rdg457section2.wikispaces.com/> to learn about Read/Write Web and Universal Design for Learning with virtual guest speaker Karen Janowski through case studies, presentations, demonstrations, video models and research-to-practice resources.

After you complete these investigations, go to the Edmodo Discussion Group for this topic to post your thoughts.

- Reflective comprehensive discussion post and at least one response on/before **October 21st**

4. iPads and Literacy Discussion: DUE Tuesday November 4th (5 Points)

Students will work in the online **Class Wiki** <http://rdg457section2.wikispaces.com/> to explore resources for finding apps, reviewing apps and integrating apps in the classroom before completing a discussion post in edmodo.

Two important things to note about the integration of iPads into the literacy curriculum:

- 1) There is no such thing as a magic wand
- 2) Teaching strategies and systematic teaching methods are still at the center of all you do in the teaching learning process. It is about the curriculum and teaching, not about the tool!

Essential Questions to keep in mind as you explore apps and resources.

- Who is the learner?
- What target learning areas did you identify that could be supported by apps?
- What apps did you find that might provide dynamic learning opportunities?
- How might the features of the app(s) support specific learner needs?
- What strategies for ipad integration did you notice?

After you complete these investigations, go to the Edmodo Discussion Group for this topic to post your thoughts.

- Reflective comprehensive discussion post and at least one response on/before **November 4th**

5. Evaluating the Need for Technology: DUE Tuesday November 18th (10 Points)

Exploring tools to assess the need for technology.

Assignment:

1. Download PAR

<http://donjohnston.com/par/#.VBo9ymRdUQ8>

2. Read the Manual and view accompanying powerpoint slides and vendor videos

3. Select a student

4. Administer the PAR to selected student (30 mins)

(Use free or built-in text-to-speech tools)

5. Complete PAR evaluation form and turn in via edmodo (use digital form or scan)

6. Complete PAR reflection discussion post with peers by **Nov 18th**

6. Technology Tools to Support Literacy: DUE Dec 2nd & 5th (15 Points)

Literacy Technology Tool Exploration Assignment = 15 Possible points DUE Dec 2nd

Students are assigned to get to know one technology tool that supports literacy in depth and report to the class. Students may work alone or with a partner(s).

Students will:

1. Install a 30-day trial of selected software or download free app or subscribe to free trial.
2. Explore software and vendor resources available
3. Submit a BRIEF summary/table about the technology tool. It will include:
 - a. The nature of student needs being addressed
 - b. Technical information about the products
 - c. Potential use in standards-based literacy curriculum
 - d. How features available in the products match or address learning needs
 - e. Comments about the company website and resources available

Submit your report via the shared google spreadsheet in course folder

4. **Present (5-10mins) to the class on Friday December 5th – NO formal presentation is required, just demonstrate software, answer questions, share ideas.**

7. Multimedia & Project-Based Learning: Due Saturday December 6th (10 Points)

PBL Activity with Mulitmedia = 9 points Due Saturday December 6th In Class

Students participate in a mock project-based learning activity in class earning **3 points** for adding multimedia elements into the project, **3 points** for team participation and **3 points** for participating in the authentic assessment activity that completes the mock activity. **(9 points total)**

Reflection Post = 1 point

A reflection discussion post **is due** after our face-to-face class meeting by **Tuesday December 9th in edmodo** (See Rubric). **(1 point)**

8. Final Project: Due on or before Tuesday December 16th (20 Points)

Students, alone or in pre-approved co-operative groups, will develop a comprehensive plan for integrating the use of computers, devices, software, apps and/or other technologies into the classroom curriculum. Your plan **must** include MULTIPLE technology tools: (see Rubric) *Please note! This project is ideal to include in a professional portfolio! Your shopping trip and budget are pretend. The goal is for you to see what it would take to implement an ideal learning situation.*

- Learner profile [3 points],
- Strategies for consideration of student diversity [3 points],
- Hardware and peripheral choices, including assistive technology [3 points],
Specify exact configurations details.
- Details of software search and how selections reflect Curriculum Standards. [3 points],
- Reflection about your visit to any local computer store or online store to "shop" for equipment [2points], and
- Budget [2 points].
- **Project Reflection post DUE Tuesday December 16th– [1 point]**

Total Final Points possible = 20

DUE on or before Tuesday December 16th turned in via Edmodo.

Grading of Written Products:

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all written assignments.

Grading scale

A	94 – 100	C	74 - 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B -	80 – 83	D-	60 – 63
C+	77 – 79	F	below 60

Policies of the Education Department, Simmons College:

This course is fast-paced and failure to keep up with the readings, assignments, and lack of participation and ***less than perfect attendance will prove difficult, if not impossible, to recover from.*** We, the members of the Education Department, believe strongly in the contributions and participation of students during class meeting times, and therefore require attendance at all class sessions. We realize that there may be times when, due to extenuating circumstances, attendance may not be possible. We also recognize that as adult learners, you are the best judge as to whether a situation warrants your absence from class; therefore instructors will neither grant nor deny any excused or unexcused absences. Requests for excused absences must be submitted in writing to the Program Director and the Chair of the Department for individual review within one week of the absence. ***For every hour of class missed (or portion thereof), the student's grade will be reflected by a 2 point, per hour, reduction from the final grade.***

Assessment of participation may seem subjective, but as the educator I maintain heightened awareness of the active and passive forms of participation that each of you take in this course. Your participation, by volunteering and speaking out with questions/answers and active participation in online and classroom discussions are observable evidence of the active role. Roles such as note-taking or thoughtful reflection may be indicators of passive participation on your part, but are more difficult to assess and document by the instructor. Participation, in any form, will be taken into account when determining the final grade. *Excellent attendance and active participation will, most likely, serve favorably in the instructor's determination of this element of class responsibility.*

- 1. If you happen to miss any part class, it is your responsibility to contact a class member so that you will be aware if there has been any change in the class schedule or a change in the assignments, and for course content.**
- 2. Please refrain from using your cell phone and email during class.**
- 3. All written products must be digital.**
- 4. Grammatical/spelling errors result in grade point deductions for written products.**
- 5. Assignments are due on time on the dates indicated. Projects will not be accepted after the due date without consequence. For each day that any paper is late, 1/3 of a grade will be deducted. For example, an A paper would become an A- if one day late, a B+ if two days late, etc.**

Student Need:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important early in the semester that you contact *Disability Services*. (617) 521-2473. Students with disabilities are also encouraged to contact the instructor immediately to discuss their individual needs for accommodations. Accommodations cannot be made except through the Academic Support Center.

Plagiarism:

As stated by Use of Secondary Sources and Collaborative Learning in Papers at Simmons College by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarizing work:

1. A paper copies, literally, or with slight alterations, from another author's work
2. A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution, which are glued together with phrases and sentences of the student's own, writing.
3. The student claims authorship of another person's idea by changing the way that they phrased it.
4. One paper submitted for two separate courses without the authorization to do so.

Friday #1	Saturday #1	Blended Learning
5:00-6:00 pm Introduction How to use class Wiki & Edmodo 1. Managing the Learning Environment : History/Future of Technology & Education Discussion Intro to UDL & AT	8:30-9:00 am Discussion	<i>Curriculum integration project</i> <i>Hands-on: research websites across K-12 curriculum</i> <i>Presenting your findings in a lesson plan format</i> <i>What are the classroom implications? (Online discussions)</i>
	9:00-12:00 Saving and Sharing Files Cloud Storage Digital Collaboration 2. Curriculum Integration: The UDL Framework and Assistive Technology Making the Curriculum Connection Using Technology	3. Universal Design for Learning: <i>UDL online investigations</i> <i>UDL Discussion</i>
6:00-6:30 Dinner Break	12:00-1:00 Lunch Break	
6:30 – 8:30 pm Scavenger Hunt Getting to Know your Computer and iPad System software: Control Panels & System Preferences & Settings Setting controls for the learning environment Printing and Connecting Disks, Drives and Storage Memory Using Peripherals	1:00-2:00 CI theoretical Frameworks (TPACK, SAMR) Instructional Design Software selection strategies to support literacy 2:00-2:30 Discussion- Blended Learning assignments/expectations	4. iPads and Literacy <i>iPad online investigations</i> <i>finding apps, reviewing apps, integrating apps</i> <i>iPad Discussion</i>

<i>Blended Learning</i>	Friday #2	Saturday #2
<i>5. Evaluating the Need for Technology:</i> <i>PAR assessment – determining tools to accommodate reading difficulties</i> <i>Research needs</i> <i>Resources for Assistive Technology</i>	5:00-5:30pm Discussion Online learning experiences & sharing	<i>7. Multimedia and Project Based Learning:</i> 8:30-9:30 am What is multimedia? What role does the Internet play? The iPad? Equipment possibilities? Scanners, cameras, microphones, devices 9:30-12:00 MultiMedia PBL Group Activity : Hands-on with multimedia learning technologies
	5:30-6:00 Dinner Break	12:00-12:30 Lunch Break
<i>6. Independent Literacy Tool Explorations:</i> <i>Identifying and exploring technology tools to support literacy</i> <i>Practice with self-directed exploration of technology tools and resources for professional learning supports</i>	6:00-8:30 Hands-on technology exploration lab. Sharing of Independent Literacy technology tool explorations. Technology-based curriculum support tools.	12:30-2:30 Multimedia presentation sharing. What tools and strategies are useful to support literacy? Classroom implementation issues and implications Authentic assessment Wrap Up <i>8. Final Project DUE 12-16</i>